



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL FOR CIVIL RIGHTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19k504

PRINCIPAL: MICHAEL STEELE **EMAIL:** MSTEELE2@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
MICHAEL STEELE	*Principal or Designee	
STEVEN SIBOL	*UFT Chapter Leader or Designee	
VALRIE BROWN	*PA/PTA President or Designated Co-President	
MICHELLE JOYNER	DC 37 Representative, if applicable	
EDDIE IVEY PAUL DELVA CANDICE MILLER	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Terrence Pauline	CBO Representative, if applicable	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

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To improve students' performance in English Language Arts with a focus on the Blacks/African American population.

Comprehensive needs assessment

School did not meet the New York State annual yearly performance in English Language Arts among the subgroup of Blacks/African American students.

Instructional strategies/activities

In our school year 2011/2012, we will continue our newly implemented after school English Enrichment Program. To increase literacy we have extended our balance literacy program to include the Civil Rights classes. In all Civil Rights classes students are required to engage in quantitative analytical reading activities. Students will be placed in an extra Reading Immersion class to improve literacy.

- 1. "Read 180" literacy support software program will continue to be implemented in ELA classes serving students who have been identified as Level I or II by ELA assessments.**
- 2. AIS programs will continue to be implemented in double period ELA classes for Level I and II ninth year and 10th year students
as well as in tutorial classes scheduled for PM school.**
- 3. ELL students will continue to receive services via a pull-out program utilizing the services of the ELL**

teacher.

- 4. All 10th and 11th grade students will be programmed for a SAT prep class designed to support and enhance their achievement in ELA as well as to maximize their achievement on the PSAT and SAT exams.**
- 5. Teachers will meet during September planning to begin crafting curriculum.**
- 6. The schedule will have cross-grade, and department team meeting time.**
- 7. The budget will be used to offer teacher per session hours to plan subject area/grade specific curriculum.**
- 8. Teachers will identify the progress of the African American population on a weekly basis.**

Strategies to increase parental involvement

1. Provide online access to all parents and students to transcripts, attendance report and student progress. Parents are able to log on to the school's website.
2. Parent attendance at school events, parent classes, conferences and other school activities must be increased in order to build meaningful relationships.
3. Parents participate in School Leadership meetings, or take initiative in planning or coordinating school events.
4. Identify and provide opportunities for parents to volunteer to work with staff in the school.
5. Organize telephone networking by parents for specific events. Continue to encourage parents to attend School activities.
6. Promote Leadership Team meetings and parent-teacher conferences.
7. Outreach to parents to continue via letters, telephones and school activities specifically geared toward improving

attendance at school functions.

8. School Leadership Team meetings and Parent Conferences encourage use of parent/partner room to provide welcoming atmosphere to parents.
9. Encourage parents to be advocates for the school in their community. Continue to disseminate school data to parents and all school personnel.

Strategies for attracting Highly Qualified Teachers (HQT)

The High School for Civil Rights is dedicated to empowering students and staff. We will continue to provide common planning time for staff members and administration in order to share ideas and concepts to improve learning outcomes. General education and special education teachers will continue to meet for lesson planning to ensure the infusion of instructional strategies to meet needs of both general education and students with special needs. Funds will be used to train teachers, purchase materials and provide instruction in the following areas:

- Wilson Reading Program
- Read 180 Literacy Program

- Using Data to Drive Instruction
- Engaging students
- Differentiated Instruction
- Interactive Teaching
- Collaborative Team Teaching
- Modification of Instruction

- Inquiry Team Implication for the School
- Adaptation of Instruction
- Learning Styles
- New Continuum
- Classroom Management
- ARIS and Assessment
- Alternative Assessment
- IEP Development
- Resiliency

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

1. The correlation between literacy skills and student scores in social studies indicates a need for an increased literacy component in all classes. This will be achieved by implementing a program of differentiated supplementary readings matched to students' skill levels. Reading supplements will include novels, periodicals, newspapers, and original documents edited to adjust for individual student needs.
2. Project based instruction will be implemented to increase levels of motivation and achievement and enhance literacy skills.
3. Students who failed to earn credit during the 2011-2012 school years will be provided with opportunities to earn these credits through classes offered in PM school or week-end academy.
4. An AIS program is implemented through tutorial offered during PM school and as part of the week-end academy. Budget category used is Title I and Title III.

5. CTT classes with a focus on literacy and vocabulary development will be implemented to meet the needs of special education students.
6. ELL students will receive supplementary instruction and support in classes taught by an ESL teacher.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

To develop teachers' expertise in the effective utilization of data in order to expand their teaching repertoire in terms of engaging students in learning.

Comprehensive needs assessment

Students are not motivated in class. As a result they lose important concepts due to not being attentive in class. Learning requires active engagement.

Instructional strategies/activities

1. Implement cooperative learning in which instruction is differentiated to address the needs of all subgroups.
2. Train teachers in the use of ARIS
3. Meet with teachers in regards to how their data from Periodic Assessment/classroom assessments should be design to determine targeted lesson planning for students.

4. Teachers will meet twice per week to examine students' work and use it to inform instruction.
5. Offer PD in learning styles, brain development, and conferring with students.

Strategies to increase parental involvement

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

Strategies for attracting Highly Qualified Teachers (HQT)

We will continue to provide common planning time for staff members and administration in order to share ideas

and concepts to improve learning outcomes. General education and special education teachers will continue to meet for lesson planning to ensure the infusion of instructional strategies to meet needs of both general education and students with special needs. Funds will be used to train teachers, purchase materials and provide instruction in the following areas:

Wilson Reading Program

- Read 180 Literacy Program

- Using Data to Drive Instruction
- Engaging students
- Differentiated Instruction
- Interactive Teaching
- Collaborative Team Teaching
- Modification of Instruction
- Inquiry Team Implication for the School
- Adaptation of Instruction
- Learning Styles
- New Continuum
- Classroom Management
- ARIS and Assessment
- Alternative Assessment
- IEP Development
- Resiliency

Service and program coordination

Academic intervention is offered by Supplementary Education Service. They work with students to develop their literary skills.

Budget and resources alignment

1. An AIS program is implemented through tutorial offered during PM school and as part of the week-end academy. Budget category used is Title I and Title III.
2. CTT classes with a focus on literacy and vocabulary development will be implemented to meet the needs of special education students.
3. ELL students will receive supplementary instruction and support in classes taught by an ESL teacher.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

To engage in short, frequent cycles of classroom observation and feedback using a rubric that articulates clear expectations for teacher practice.

Comprehensive needs assessment

Teachers need ongoing feedback in regards to their teaching progress. Many teachers need support in implementing cooperative learning in the classroom. Many teachers are unable to differentiated instruction. Frequent cycles will allow for ongoing support.

Instructional strategies/activities

1. Prepare a schedule of snapshot visits and feedback.
2. Prepare a chart illustrating the areas that are in need of improvement.
3. Provide differentiated professional development in the areas of weakness.
4. Teachers will be engaged in presentations of best practices in the classroom.
5. Intervisitation among teachers,
6. *Teachers will identify the areas that are most challenging to them prior to the beginning of the school year.*

Strategies to increase parental involvement

Train parents in the use of our online program such as skedula and ARIS.

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

Strategies for attracting Highly Qualified Teachers (HQT)

We will continue to provide common planning time for staff members and administration in order to share ideas and concepts to improve learning outcomes. General education and special education teachers will continue to meet for lesson planning to ensure the infusion of instructional strategies to meet needs of both general education and students with special needs. Funds will be used to train teachers, purchase materials and provide instruction in the following areas:

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- Using Data to Drive Instruction
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- Collaborative Team Teaching
- Modification of Instruction
- Inquiry Team Implication for the School
- Adaptation of Instruction
- Learning Styles
- New Continuum
- Classroom Management
- ARIS and Assessment
- Alternative Assessment
- IEP Development

Service and program coordination

Budget and resources alignment

1. An AIS program is implemented through tutorial offered during PM school and as part of the week-end academy. Budget category used is Title I and Title III.
2. CTT classes with a focus on literacy and vocabulary development will be implemented to meet the needs of special education students.
3. ELL students will receive supplementary instruction and support in classes taught by an ESL teacher.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

To develop an interdisciplinary curriculum for 9th through 12th grade students in ELA and mathematics.

Comprehensive needs assessment

There is a need for literacy in the mathematics content. Many students experience challenges with the vocabulary used on the Regents examination and as a result students avoid worded problems.

Instructional strategies/activities

1. Teachers will meet during September planning to begin crafting curriculum.
2. The schedule will have cross-grade, and department team meeting time.
3. The budget will be used to offer teacher per session hours to plan subject area/grade specific curriculum.

Strategies to increase parental involvement

Train parents in the use of our online program such as skedula and ARIS.

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to

monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

Strategies for attracting Highly Qualified Teachers (HQT)

We will continue to provide common planning time for staff members and administration in order to share ideas and concepts to improve learning outcomes. General education and special education teachers will continue to meet for lesson planning to ensure the infusion of instructional strategies to meet needs of both general education and students with special needs. Funds will be used to train teachers, purchase materials and provide instruction in the following areas:

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- Inquiry Team Implication for the School

- Adaptation of Instruction
- Learning Styles
- New Continuum
- Classroom Management
- ARIS and Assessment
- Alternative Assessment
- IEP Development

Service and program coordination

Academic intervention is offered by Supplementary Education Service. They work with students to develop their literary skills.

Budget and resources alignment

1. An AIS program is implemented through tutorial offered during PM school and as part of the week-end academy. Budget category used is Title I and Title III.
2. CTT classes with a focus on literacy and vocabulary development will be implemented to meet the needs of special education students.
3. ELL students will receive supplementary instruction and support in classes taught by an ESL teacher.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To engage all students in at least one literary and one math task per term embedded in a rigorous curriculum unit aligned to the Common Core Standards.

Comprehensive needs assessment

Most of our students are barely passing the New York State Regent Examinations. This is as a result of their low literary skills. In addition, many of our students are dropping out of college due to the lack of foundational skills. Many of our students have a limited understanding of the vocabulary used on Regents examination and on many occasions they are unable to answer the questions that involve worded problems.

Instructional strategies/activities

1. Collaboration between ELA and mathematics teachers.
2. Looking at student work across grades and departments.
3. *Teachers will meet twice per week to look at students' work and plan the appropriate literacy tasks.*

Strategies to increase parental involvement

Train parents in the use of our online program such as skedula and ARIS.

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State’s academic content standards
 - the State’s student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

Strategies for attracting Highly Qualified Teachers (HQT)

We will continue to provide common planning time for staff members and administration in order to share ideas and concepts to improve learning outcomes. General education and special education teachers will continue to meet for lesson planning to ensure the infusion of instructional strategies to meet needs of both general education and students with special needs. Funds will be used to train teachers, purchase materials and provide instruction in the following areas:

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- ARIS and Assessment
- Alternative Assessment
- IEP Development

Service and program coordination

Academic intervention is offered by Supplementary Education Service. They work with students to develop their literary skills.

Budget and resources alignment

1. An AIS program is implemented through tutorial offered during PM school and as part of the week-end academy. Budget category used is Title I and Title III.

2. CTT classes with a focus on literacy and vocabulary development will be implemented to meet the needs of special education students.
3. ELL students will receive supplementary instruction and support in classes taught by an ESL teacher.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	61	55	40	60	1	0	5	0
10	27	34	30	45	0	0	10	
11	30	20	22	50	0	0	6	
12	18	28	45	56	0	0	4	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	We provide read 180 program to level 1 and 2 students. This service is provided as small group instruction. We also provide this program to ELL students. In addition we offer PM and Saturday school tutoring which is small group instruction. Study hall is also offered as an option during the lunch period.
Mathematics	We provide read 180 program to level 1 and 2 students. This service is provided as small group instruction. We also provide this program to ELL students. In addition we offer PM and Saturday school tutoring which is small group instruction. Study hall is also offered as an option during the lunch period.
Science	Saturday school and pm school is offered as small group instruction. In addition we offer PM and Saturday school tutoring which is small group instruction. Study hall is also offered as an option during the lunch period.
Social Studies	Saturday school and pm school is offered as small group instruction. In addition we offer PM and Saturday school tutoring which is small group instruction. Study hall is also offered as an option during the lunch period.
At-risk Services provided by the Guidance Counselor	Provided small group and one -to-one tutoring.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Provided small group and one -to-one tutoring.

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Statement of Parent Policy

The High School for Civil Rights

The High School for Civil Rights is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

The High School for Civil Rights agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing

information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring that parents are always involved in all aspects of the High School for Civil Rights;
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The High School for Civil Rights will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. The High School for Civil Rights will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The High School for Civil Rights will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: (Insert all applicable programs such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at

home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)

- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.

- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Monthly professional development for parents provided by regional parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with

disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the attached document. This policy was adopted by the High School for Civil Rights on October/03/2008 and will be in effect for the period of 2008 - 2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 3, 2008.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

The High School for Civil Rights, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.

The High School for Civil Rights will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:

Describe how the school will provide high-quality curriculum and instruction and do so in a supportive and effective learning environment.

- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: Once monthly.
- Provide parents with frequent reports on their children's progress. Six times per year.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During parent teacher week as well as by telephone, and mutually agreed upon appointments.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and

cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-

Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT



NYC Department of Education – Dennis Walcott, Chancellor



HIGH SCHOOL FOR CIVIL RIGHTS

400 Pennsylvania Avenue

Brooklyn, NY 11207

www.hscivilright.net

Phone: (718) 922-6289

Michael S. Steele, Principal

Fax: (718) 922-7253

Jean Etienne, Assistant Principal

School – Parent Compact

The High School for Civil Rights agrees to:

1. Hold a parent orientation meeting by October 1st of each school year to inform all parents of the content of the curriculum to be implemented in all subject areas, behavioral and academic expectations, and various academic intervention services to ensure their child their highest academic and social potential.
2. Inform parents of their rights and responsibilities at this meeting, and their participation in the instructional program activities will be encouraged.
3. Encourage parents to join committees which will be involved in reviewing, planning and improving the instructional programs.
4. Inform parents that through their participation in school based planning meetings, they will be able to provide on going input regarding the instructional program.

5. Parents will be provided with information on their children's progress through quarterly reports and conferences, open door policy allowing access to administrative staff, standardized test results home reporting, and teacher evaluation reports.
6. Parents will be encouraged to attend workshops given by literacy, mathematics and technology staff developers/coaches to further develop their understanding and expertise in these subjects.

Principal's signature

Date

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-

parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

SIGNATURES:

SCHOOL
STUDENT

PARENT(S)

DATE

DATE

DATE

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
Teachers will inter-visit classes to share best practices. Instructional specialists from Network will assist with instructional strategies across all grades.
Supervisors will provide frequent cycles of observations and feedback to teachers.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
The letter will be sent home both with students and by mail. These documents will be translated in various languages.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: High School for Civil Rights	DBN: 19K504
Cluster Leader: Jose Ruiz	Network Leader: Roberto Hernandez
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

High School for Civil Rights, located in the Thomas Jefferson building in Brooklyn's District 19, is a 9-12 high school, whose diversity mirrors that of New York City schools. Our students have an array of courses to choose from, including those of a dynamic and exemplary civil rights and law program, as well as honors and AP courses.

All of our ELL's have equal access to all school-theme programs, both in school and extracurricular.

We currently serve 40 LEP students within a school-wide population of 440; they speak Spanish, French, Haitian Creole, Chinese, Garifuna, Arabic, Yoruba, and Twi. Our ELL population reflects a variety of cultures, languages, and academic backgrounds, whose diversity greatly enhances our school community. They come with a great variety of educational foundations, ranging from SIFE to enriched, private school educations. Their levels of English range from beginning, non-English speakers to advanced, nearly proficient speakers. Also, their levels of literacy, both in English and in their primary language, vary greatly.

In addition to all mandated services that ELL students are entitled to, under the Title III allocation, our school offers the following to all of our LEP population, included x-coded students, and students having passed NYSELAT within the past two years.

- Targeted after school tutoring from a teacher who is licensed in ESL, ELA, and Spanish
- Saturday school instruction in all content areas, with support from Spanish, Haitian Creole, and French-speaking faculty
- Specialized Regents Prep course from a licensed ESL teacher working in coordination with teachers certified in Math, Living Environment, and Global Studies.

The programs runs three days per week, Tuesday, Wednesday, and Thursday from 3:00 PM to 5:00 PM starting from October 11th, 2011 and will end on June 20th, 2012; a total of 30 sessions.

All students served under the Title III program are in grades 9-12 and all instruction takes place in English with occasional Spanish, French, and Haitian Creole translations from above-mentioned educators. All of our content area texts have Spanish bilingual glossaries, and many of our texts also have Spanish companion versions available, which we utilize with our beginning speakers. We also make frequent use of all the languages available online of past Regents exams. All of our ELL's are offered side-by-side testing in both English and their primary language, so our Regents prep courses are

Part B: Direct Instruction Supplemental Program Information

taught with students utilizing both languages. The students respond in the language they feel the most comfortable in. We utilize our Spanish, French, and Creole-speaking educators to aid in assessing those who are not yet able to respond in English.

Students take all of their content classes in English; however, they are often unable to understand the text, the projects and the homework. Very often, family members are unable to help because they do not speak English. The title III after school program helps ELLs understand their lessons, study for tests and do their homework and projects. Their English skills improve in the process.

In addition to the tailored services we offer ELL students, all ELL students are able to partake in any service or activity offered at no cost to Title III to all other students. No exclusions exist.

Materials that will be purchased with Title III funds to support this program are:

- Novels for ELA Regents Tutorial=(\$300)
- Content Area Regents Practice books in different languages (\$300)
- Multicultural Supplementary Libraries (\$300)
- Native Language Libraries (\$200)
- Bilingual Translation Dictionaries (\$200)
- NYSESLAT Practice Materials (\$200)
- General school supplies (pens, pencils, notebooks, folders, etc.(\$300) TOTAL=(\$1500)

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Throughout the year, we will conduct several workshops with components focusing on ESL instruction. All incoming teachers will also go through the required 7.5 hours of training. Some of the workshops that will be offered to all teachers of ELLs, at no cost to the Title III program, are the following:

- CR Part 154 Rules and Regulations (Network-date to be announced))
- Placement into and exit from ESL (Network-date to be announced)

Part C: Professional Development

- Modifications for ELL’s—formal and informal assessments (Network-date to be announced)
- Differentiated Instruction for ELLs in ELA and Content Areas(Network-date to be announced)
- Analyzing ELL Data to Inform Instruction(Network-date to be announced)
- Cultural variances (Network-date to be announced)
- The language acquisition process—BICS and CALP(Network-date to be announced)

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Our Parent Coordinator, Guidance Counselor, and School Translators offer various workshops for all our parents including the parents of ELL’s. The Title III funds will be used to increase parental involvement, therefore help in providing more workshops for the parents. Some of the workshops offered are:

- Graduation Requirements
- NYS Regents in Content Areas
- NYSESLAT Assessment
- After School Regents Prep Programs
- College Programs and Financial Aid Applications

Also, a small amount of Title III money will be allocated to provide refreshments for the parents during the workshops.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	\$11,973.60	4 teachers x 2 hours x 30 sessions x

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		\$49.89= \$11,973.60
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$0.00	0.00
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,826.40	<ul style="list-style-type: none"> • Novels for ELA Regents Tutorial • Content Area Regents Practice books in different languages • Multicultural Supplementary Libraries • Native Language Libraries • Bilingual Translation Dictionaries • NYSESLAT Practice Materials • Supplies
Educational Software (Object Code 199)		
Travel		
Other	\$200.00	Refreshment for parents
TOTAL	\$15,000	